

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Larry Farley

Official School Name: Maxwell Hill Elementary School

School Mailing Address: 1001 Maxwell Hill Road
BECKLEY, WV 25801-2457

County: Raleigh County State School Code Number: 074218

Telephone: (304) 256-4599 E-mail: lfarley@access.k12.wv.us
Fax: (304) 256-4584 Web URL: http://www.edline.net/pages/Maxwell_Hill_Elementary_School

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Charlotte Hutchens Ed.D. Superintendent e-mail:
chutchen@access.k12.wv.us

District Name: Raleigh County District Phone: (304) 256-4500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Richard Snuffer

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11WV2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11WV2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 19 Elementary schools
(per district designation) 5 Middle/Junior high schools
4 High schools
0 K-12 schools
28 Total schools in district
2. District per-pupil expenditure: 9871

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 22
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	8	12	20		6	0	0	0
K	21	19	40		7	0	0	0
1	21	15	36		8	0	0	0
2	17	22	39		9	0	0	0
3	12	20	32		10	0	0	0
4	13	21	34		11	0	0	0
5	18	18	36		12	0	0	0
Total in Applying School:								237

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
6 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 15%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	24
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2009	234
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 34%

Total number of students who qualify: 82

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 13

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>23</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	98%
Daily teacher attendance	95%	96%	96%	96%	94%
Teacher turnover rate	42%	8%	15%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Daily teacher attendance, 2005-2006: hospitalization, caregiver for parent.

Teacher turnover rate, 2007-2008: 2 retirements.

2009-2010: 5 retirements.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

Maxwell Hill Elementary School, located in Beckley, WV, is one of 19 elementary, five middle, and four high schools in the Raleigh County Public Schools District. Since its birth in December, 1953, there have been four additions to the structure. In 1965, a kitchen, cafeteria, and two classrooms were added. During 1972, a gymnasium, shower rooms, restrooms, and three additional classrooms were constructed. The expansion concluded with eight pod rooms being built in 1985. This allowed Maxwell Hill to accommodate two classes per grade level starting with Pre-K through grade 5. There are approximately 250 students enrolled at Maxwell Hill Elementary School to date. Thirty-four percent of the student population is defined as economically disadvantaged. Neither Title I nor low-performing special education students are being served at Maxwell Hill Elementary this year.

The school mission mirrors the county's in that Maxwell Hill Elementary "Will develop lifelong learners who: Respect themselves and others, Contribute to their community, and Succeed in a changing world. **R-C-S=Raleigh County Schools.**" Students are encouraged to be Responsible, focus on Achievement, provide Leadership, seek Excellence, show Integrity and Growth, and be Honest. The preceding acronym represents **RALEIGH**. The school staff encourages all students to step up to the academic challenges and to succeed as life-long learners. Students are taught to dream big and be resourceful, all without the fear of failure. Our vision is that every student be academically successful in a safe, secure, and nurturing environment.

We serve students from low to high middle-income homes. Twelve percent of our student population is from low-income housing projects and approximately fifteen percent of our students come to us from out-of-district. These out-of-district parents choose for their child to attend Maxwell Hill Elementary due to the school's reputation of academic excellence. We have not housed a Special Education class for the past two years due to low referral numbers, and we haven't been a Title I school for 20 years. A small percentage of non-proficient students enables us to work individually with them to bring success. There are high expectations for every child who enters Maxwell Hill Elementary. Much of this relates to our parents, many who are professionals, with expectations that their child(ren) will follow in the family footsteps. There is a strong rapport with parents, students, and our highly qualified staff.

Maxwell Hill Elementary has excelled as a West Virginia Exemplary School eight of the last nine years, and was named a West Virginia School of Excellence in 2001. Our students have won many county, regional, and state academic accolades. Furthermore, Maxwell Hill is identified by the unusually large percentage of Gifted and Talented students.

Maxwell Hill Elementary faculty has always been known as the county's most senior faculty with seasoned professionals who provide a quality education and assistance for students to be productive citizens. Maxwell Hill has housed teachers who have been selected to take part in the statewide scoring of the Writing Assessment in cooperation with the West Virginia Department of Education. Also, the faculty has initiated participation from local and national representatives to conduct special programs for our student body. For example, Congressman Nick Joe Rahall was asked to take part in our Veterans Program last school year. This year, our second grade students were invited to attend a "kick-off" for the State Treasury Department hosted by WV State Treasurer John Perdue. All academic areas are blanketed with highly qualified teachers. They are caring, child-centered educators who have high expectations for themselves and their students as they present a quality education. When there has been a vacancy, it usually required a teacher with greater than twenty years of experience to secure the position at Maxwell Hill. During the last four years, our faculty has begun to retire; physical education teacher in 2006-07, two classroom teachers in 2007-08, and, then, six from August 2009-June, 2010 (approximately 220 years of experience) i.e. two kindergarten teachers, one first grade teacher, two teachers from fourth grade, and one from fifth grade. Out of thirteen teaching positions, the 2010 -2011 year began with nine new core teachers. We fully anticipate the same great successes from our new faculty. They bring many valuable teaching philosophies, such as: an emphasis on technology, hands-on learning, and the importance of meeting the needs of each individual student.

1. Assessment Results:

Results can be found at

http://wveis.k12.wv.us/nclb/pub/rpt0506/Asubg_sch1.cfm?county=074&school=218

During the past six years Maxwell Hill Elementary students have been assessed using the West Virginia Education Standards Test (WESTEST), a criterion referenced test developed by the West Virginia Department of Education and CTB McGraw Hill. The test measures West Virginia Content Standards and Objectives (CSOs) in academic areas of math, reading/language arts, science, and social studies for students in grades 3-11. There are five performance levels—Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished. Students at Mastery, Above Mastery and Distinguished are considered proficient for AYP – Adequate Yearly Progress.

- **Distinguished:** A student at this level has demonstrated exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level applications.
- **Above Mastery:** A student at this level has demonstrated effective performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated adequate knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has demonstrated limited knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has demonstrated minimal fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

The West Virginia Writing Assessment became part of the scoring in 2008-2009 when the WESTEST2 replaced WESTEST. West Virginia began to use National Assessment of Educational Progress (NAEP) criteria so state testing would correlate with national and international standards. This made WESTEST2 more rigorous. Students grades 3-11 were expected to exhibit proficiency in five areas; organization, development, sentence structure, word choice, and mechanics. A rubric ranging from 0-6 was used to score each sample.

A high percentage of Maxwell Hill Elementary students have consistently scored at proficiency levels during the past five years toward a state department of education goal of 100% mastery or meeting adequate yearly progress by 2014.

Maxwell Hill Elementary has had a 100% participation rate for third, fourth, and fifth grades each of the past five years. This has provided us with strong data to analyze in assisting each child toward mastery or advancement for those proficient.

During the 2009-2010 testing, the proficiency rate for the “All” group in math was 78.94%, while 58.62% of Low Socioeconomic (SES) group were proficient. The Low SES is the only other subgroup reported for Maxwell Hill. Third grade had 29.73% lacking proficiency and 23.08% in fifth

grade. Reading/Language Arts was 35.08% (3rd) and 19.23% (5th). After perusing Student Reports, we found that six third grade students and three fourth grade students (4th) were within five points of mastery in either math or reading/language arts. Only 5 math and 6 reading students were at the Novice level. One reason for the discrepancy was increased Cut Scores between each performance level. Strategies that teachers are using to close the low-socioeconomic subgroup include math and reading interventionists, consistent parent communication (newsletters, phone calls, Agenda messages), after-school tutoring focusing on CSOs, item analysis identifying and remediating deficiencies, small-group instruction, student buddies, and computer-assisted instruction (Odyssey, individual learning paths, Accelerated Reading, Acuity).

Maxwell Hill Elementary teachers used each student's Individual Right Response and Confidential Item Analysis Summary reports for better understanding of low scores. By delving into these reports we found that 33 students needed adjustments in reading and math schedules. Funds were provided to hire Interventionists for small groups and individual assistance. Parent volunteers, Concord University students and after-school tutors provide additional help.

2. Using Assessment Results:

Maxwell Hill Elementary School uses assessment data in a variety of ways to improve our school-wide performance. First, assessment data is reviewed and analyzed by grade level teachers at the beginning of each school year. There are "horizontal" grade level meetings as well as "vertical". This enables teachers of the same grade level to analyze data using common CSO areas of needs. This is especially helpful when departmentalization is implemented and teachers have "shared" students. Conversely, "vertical" grade level meetings are held when the receiving teacher analyzes data with the previous year's teacher. This is a helpful tool for both because the receiving teacher gains additional verbal input of needs and the former teacher can recognize class-wide weaknesses for correction.

Secondly, Maxwell Hill faculty utilizes assessment data during Professional Learning Communities (PLC) meetings. At this time teachers can discuss specific teaching strategies used in different content areas. Discussing new or different strategies with another professional allows teachers more effective means of presentation and delivery of subject matter. In addition, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data is also analyzed in PLC meetings. Teachers of the primary grade levels utilize this data for the purpose of grouping heterogeneously and homogeneously through skill level data.

Next, third through fifth grade teachers utilize Acuity Benchmark data throughout the school year. There are three Benchmarks given. Through the implementation of our county pacing guides, intermediate teachers collaborate during common planning times to ensure specific content objectives are covered in a systematic and uniform manner. After each Benchmark has been administered, teachers are able to analyze data instantly. Skills in which individual students are found deficient can be assigned to that particular student's Acuity folder on the computer. When the students are in computer lab, they can complete lessons on objectives that were individually assigned. Teachers are able to identify deficits and assign work accordingly. This practice will aid in students becoming better prepared for the WESTEST.

Finally, Maxwell Hill provides opportunities for small group instruction via our after-school tutoring program. This is typically conducted in the spring before WESTEST. Grade level teachers are asked, after analyzing the previous year's test scores and the current year's Benchmark scores, to recommend low achieving students for tutoring. Then, "after school teachers" analyze data and group the students according to skill level. The students are then placed in small groups where the student's specific deficits are addressed. This affords students with low test scores an opportunity for more 1:1 assistance; and as a result, a more successful educational experience.

3. Communicating Assessment Results:

Our goal at Maxwell Hill Elementary is to communicate assessment results to the students, parents, community and the public so they may have a clear understanding of the assessment. When properly

presented, the assessment reports build support for our school and relay what initiatives are important to our school.

Maxwell Hill Elementary communicates student performance to parents, students, and the community in several ways. The staff at MHES strives to keep open lines of communication with the parents of our students by daily communication in the agendas provided each student from Pre-K to 5th grade. MHES's agendas are unique in that they were designed by the staff. Parents are required to sign agendas nightly. The agendas contain vital information on school goals, school policies, and academic expectations.

Another method of communication to parents is the required posting of grades on Edline. Parents are given their authorization codes at the beginning of the school year. Parents may also contact their child's teacher by emails using the statewide access addresses.

Each individual teacher sends home class newsletters, calendars, and private letters to parents. Meetings are held during the classroom teacher's planning periods to discuss individual student's progress as needed. Each individual teacher sends home assessments or their results to parents on a regular basis.

Parents are sent home WESTEST 2 data at the beginning of the school year for all fourth and fifth grade students. Parents are encouraged to set up afternoon meetings with our Guidance Counselor to further discuss their child's test data.

MHES communicates with the community regarding student performance through newsletters from the principal and LSIC meetings. We are dedicated to student success with the cooperation between school and home. Our parents are involved in our school and help the staff continue to strive for educational excellence!

4. Sharing Lessons Learned:

Maxwell Hill Elementary School has shared successful strategies with other schools and professional associations in a variety of ways. At the school level, teachers collaborate at least once per week by grade level. This is our designated PLC (Professional Learning Communities) commitment time. The PLC meetings provide the opportunity for grade level teachers to discuss academic weaknesses and celebrate student successes. Also, at the school level, Core Discipline Team meetings are conducted. School-wide data is collected from each teacher and analyzed by the Core group. The analyzed data is then shared with the faculty and a plan is formulated for problematic areas within the school. The Core Team devised a checklist for the faculty to utilize on a daily basis which tracks behavior trends. This allows the faculty to pinpoint the common areas that present difficulty for some students. This unifies our school-wide discipline rules and policies across grade levels.

Maxwell Hill Elementary also shares successful strategies at the district/county level. Our county provides the opportunity for monthly grade level meetings. At these meetings, teachers across the county express concerns and successes. Extensive training is also offered to grade level teachers. This allows for collaboration with fellow educators and the opportunity to receive feedback pertaining to the best teaching practices and strategies to motivate our students to be successful.

At the state level, Maxwell Hill Elementary is well represented in Professional Learning Communities. Maxwell Hill Elementary is fortunate to have three people trained in Washington, DC. This allows our faculty extensive opportunities for 1:1 training in this process. In addition to PLC, Maxwell Hill was also invited by the West Virginia Department of Education to serve on a statewide evaluation committee for Writing Assessment. Our fourth grade teacher had the opportunity to travel to our state capital scoring the Writing Assessment using a rubric. Furthermore, a faculty member is currently teaching the NASA SEMAA project on Saturdays. This program stands for Science, Engineering, Mathematics and Aerospace Academy. It is an emerging national leader in K-12 education where it is inspiring, engaging, and educating K-12 students, parents and teachers. SEMAA is a national, innovative project designed to increase participation of K-12 youth in the fields of Science, Technology,

Engineering, and Mathematics. The NASA SEMAA project uses a series of unique hands-on, inquiry-based classroom curriculum enhancement activities. Math, Science, and Technology are all aligned with national standards.

Maxwell Hill has set forth to accomplish the goal of learning from others, sharing our successful ideas and programs, and embracing opportunities to participate at the national level for personal and professional development. All of this works to make our students, faculty, and school outstanding.

1. Curriculum:

Maxwell Hill Elementary takes significant pride in the manner in which the school's core curriculum is delivered. First, it is imperative to have students attending school in order to be able to reach the academic areas that need to be addressed. Maxwell Hill is very proud to report that school attendance is consistently in the high 90th percentile. This allows teachers to plan learning activities that build and reinforce prior knowledge while introducing new and more challenging material.

Maxwell Hill is very aware of making every minute of the school day instructional. We constantly encourage students to arrive on time and become engaged in the morning activities as quickly as possible. Maxwell Hill can state with great satisfaction that we have a very low tardy rate. This permits students to begin learning and participating with their peers at the appropriate time. With students starting together, the frustration level is almost nonexistent. In addition to students' punctuality, faculty and staff continually set the model example by arriving at or before the designated time and consistently embarking upon the day's carefully planned lessons.

At Maxwell Hill Elementary, all educators follow the ninety-minute uninterrupted Reading/Language Arts block. This state-mandated time ensures that teachers have the opportunity to deliver the Reading/Language Arts curriculum in the best possible manner. Without interruptions during this time, students are better able to concentrate; and thus, improve reading skills and scores. In addition, within the lesson plans of faculty at Maxwell Hill Elementary, sixty minutes of Mathematics instruction is delivered on a daily basis. Students are challenged with a hands-on approach in the operations of addition, subtraction, multiplication, and division. Fractions, geometry, and measurement are also an integral portion of the school's rigorous math program.

Science is another significant core area of instruction at Maxwell Hill Elementary. Our teachers are highly trained in the ever-changing field of Science. Our Third Grade Teacher is a Saturday instructor for NASA Science, Engineering, Mathematics and Aerospace Academy. As performance scores for the WESTEST indicate, students at Maxwell Hill Elementary are provided with learning opportunities which foster a deep understanding of Science.

In addition to Science, Social Studies is also an academic core area in which Maxwell Hill Elementary teachers place great importance. Students are continually challenged to learn and think about the historical importance of today and of events in our nation's and world's past. This enables our students to make real-world connections between present day, past, and future events. The faculty also maintains a high level of civic activities and stresses the importance of good citizenship. Our principal bestows the Civitan Award on one boy and one girl at the end of each class' fifth grade year. This is a highly coveted award among our students as it is a testament of one's character throughout the years spent at Maxwell Hill. We have a plaque in our hallway by the front entrance displaying many years of Civitan recipients.

Technology is an area that is integrated into all core subject areas at Maxwell Hill Elementary. All of our county adopted textbooks offer a technology component. Our students are trained in utilizing these tools at home as well as at school. We also use Odyssey during our lab time which addresses all of the core areas.

Visual and performing arts are an immense part of Maxwell Hill Elementary. All students from Pre-K through fifth grade participate in an annual "sing-a-long" every December. This year marked our 13th year for the "sing-a-long". Each grade level learns two Christmas songs and performs the first for our parents and guests. Everyone in attendance then sings the second song while the particular grade level on stage leads the song. Students discuss audience behavior, state performance, etiquette, and proper presentation as well as many other aspects of performing. In addition, fifth grade students are given the opportunity to

see a symphony orchestra in Charleston, WV. The music teacher makes arrangements for the trip and prepares all pre-teaching and post-teaching for the experience. This allows a real world connection to be made within the discipline of Music. Furthermore, Maxwell Hill honors veterans with a program each year in November. In 2009, Maxwell Hill received recognition from the History Channel for its "Take a Veteran to School" program. Students, as well as parents, felt this accomplishment was quite significant.

Fitness is of paramount importance at Maxwell Hill Elementary. Each year, the school participates in the Fitness Gram. This is a test given annually to fourth and fifth grade students. The Fitness Gram measures strength, flexibility, and cardiovascular endurance. Maxwell Hill Elementary also competes in the Jump Rope for Heart sponsored by the American Heart Association. This event promotes rope jumping as cardiovascular exercise and teaches community service by raising money for a worthwhile organization. Another significant program that Maxwell Hill Elementary coordinates is "Fuel UP to Play 60." This is a program promoted by the NFL that encourages sixty minutes of physical activity per day, healthy eating, and less TV time. As well as the aforementioned opportunities for physical fitness, the school holds an annual field day. This yearly event allows students to participate in traditional competitive activities as well as fun non-competitive physical activities. Maxwell Hill is fortunate to be able to offer Physical Education to all students on a daily basis.

We, at Maxwell Hill, are proud to embrace such an inclusive environment for educating our students. Our faculty feels that we can confidently state that Maxwell Hill students are well-prepared in 21st Century skills and are ready to face the challenges of an ever-changing world.

2. Reading/English:

Maxwell Hill implements a Reading Curriculum which was chosen by a textbook committee comprised of educators across our county. The series chosen was Reading Street. This Reading series is based on a three tier model. The first tier is a 90 minute uninterrupted whole group instruction period. The focus skills include letter recognition, word recognition, fluency, comprehension, and vocabulary. The core consists of Spelling, Language, Writing, Science, and Social Studies. Students complete a systematic schedule addressing all of the aforementioned skills which correlate with the specific grade level CSO's on a weekly basis. A variety of additional resources are also utilized in aiding Reading Language Arts skills such as: workbooks, big books, audio compact discs, and flip charts. This series also offers a technology component in which the students can access at school as well as at home.

Tiers II and III are approached outside of the classroom. The school Interventionist works with small groups comprised of no more than four students. Within the designated groups, students are provided with intensive instruction on specific skill areas. By utilizing identified weaknesses to drive instruction, students are presented with the opportunity to become strong, more confident readers.

Students at Maxwell Hill acquire foundational reading skills in a variety of ways. First, in the primary grade levels, DIBELS is implemented for students who are presenting problematic areas in Reading. These students go through a rigorous cycle of systematic progress monitoring and periodic benchmarking. The identified students are placed in small grade level or cross grade level skill groups and are given intensified instruction on his or her particular area of difficulty.

In the intermediate grade levels, a student's need(s) is monitored by Acuity benchmarking throughout the school year. The students can be identified as deficient in certain areas by testing into a specific Tier group. After the teacher analyzes the results data, he or she is able to assign individual lessons addressing the specific area(s) of concern. The Interventionist also works with the group of identified students in order to provide a more individualized approach to address the specific weaknesses.

The intermediate grade levels also use the program WV Writes. This program enables students to tie reading skills with written language. Practice in this area helps to improve test scores on the Reading Language Arts portion of the WESTEST.

Finally, Maxwell Hill Elementary also uses the Odyssey program. The student can be placed on his or her own individualized skill level. There is a tracking system where the student, as well as the teacher, can access areas that are mastered and areas that are problematic. Teacher-created learning pathways directly correlate with the WV CSO's and can reinforce concepts that are being covered in the classroom.

3. Mathematics:

Maxwell Hill Elementary is using Math Expressions, a complete Kindergarten through Grade 5 curriculum based on the research of the Children's Math Worlds Project. The program focuses on conceptual understanding with opportunities to develop fluency with problem solving and computation. It incorporates both reform and traditional mathematics programs that contribute new and effective teaching strategies to mathematics instruction.

The program covers five core classroom structures. Building Concepts, Math Talk, Student Leaders, Quick Practice, and Helping Communities that involves children from all backgrounds in developing mathematical understanding, confidence, and competence. Math Expressions uses both teacher-directed and student-centered approaches. The program curriculum encourages teachers to teach students effective and efficient procedures while promoting children's natural solution methods.

Each day begins with a series of quick practice fluency activities and routines involving the calendar, money, a number chart, and counting. The teacher follows up with a whole class lesson in which new material is introduced and students are encouraged to discuss and demonstrate ideas. Students use manipulatives and proof drawings or diagrams to solve problems.

Through the use of math journals, math talk, student leaders and quick quizzes, teachers can observe daily the entire class and recognize those students who did not understand a concept. The teacher then devises interventions in small groups or 1:1 to foster the students' understanding. These interventions occur outside the regular math class, which allows extra opportunities for children to master the concept. Teachers use Acuity, Odyssey, Exam View technology, and WESTEST 2 Practice books to ensure that students understand mathematical concepts.

We offer many ways to help improve our students who do not perform on level. We have Interventionists who come five days a week. They pull small groups of 3-5 students at a time, and focus on the skills the students need. They work with them on their level in order to bring them up to grade level.

The classroom teachers also use a variety of methods to bring students up who are struggling. We use several different websites to assign the material such as: ThinkCentral, Acuity, and Odyssey in our computer lab daily. We also use The Scott Foresman Folder on our desktops, Mad Math minute, and many more sites as enrichment.

From 2006-2008 the Third and Fourth grade teachers were fortunate to be chosen to receive a MSP Grant, which stands for Math/Science Partnership Grant. Our teachers received extra training for three years. The students received extra manipulatives and extra textbooks. The grant mainly focused on Geometry and a variety of ways for students to learn geometry. This grant also helped train teachers in Standard-based Math and Investigations, which is a "hands on" approach for students.

4. Additional Curriculum Area:

Maxwell Hill's educators believe that technology incorporation across the curriculum develops a zeal for academic achievement, fosters intellectual curiosity, promotes global competitiveness, and creates a love for lifelong learning. After signing an acceptable user policy, all students demonstrate responsible, appropriate behavior while using technology tools. Classroom computers, teacher laptops, intelliboards, data projectors, document cameras, Mimio boards, responders, digital cameras, and palms are all used in grades K-5. Our school's computer lab is equipped with 25 new computers with Windows 7.

Our students and teachers use the following programs in which our teachers have been extensively trained:

- Accelerated Reader is a progress monitoring software assessment for monitoring the fluency of reading.
- Acuity is an online assessment tool which provides benchmarking tests in pace with the curriculum.
- Odyssey (Compass Learning) addresses key content area, accommodating a variety of learning styles while ensuring that students are challenged to achieve at their highest level.
- Teach 21 was designed by teachers to assist colleagues in planning and delivering effective 21st Century instruction in West Virginia classrooms.
- Thinkfinity offers comprehensive teaching and learning resources with its easy-to-navigate K-12 resources that are grade-specific and are aligned with state standards.
- DIBELS is a program that monitors reading.
- Success Net is a personalized, project-based technology literacy curriculum that allows students to use Math, Science, Language Arts, or Social Studies in real world applications through digital tools to design, build, analyze, conceptualize and solve real-world problems in the medium of their time.
- Edline provides an online communication tool between school and parents to access grades.
- Raleigh County Schools Technology Integration is a website devoted to students and teachers who strive for success and excellence in the 21st Century.
- Webmail (Email) for teachers and students is a program that provides writing and communication skills.
- Think Central is an excellent source for teachers to make assignments which reinforces content and ensures student engagement.
- WV Writes provides opportunities to enhance students' writing beyond classroom learning and instruction in grades 3-5. After students receive a prompt, they organize, write, edit, and then type their essays onto the site. WV Writes scores the essays and provides feedback which enables students to see areas in which their writing needs to improve. This is a useful tool in preparing students for the WESTEST 2 Online Writing Assessment.

Moving from teaching isolated technology skills toward integrating technology throughout the curriculum, we are building a foundation for students to think creatively, learn problem-solving skills, and communicate well in order to prepare them for success in the 21st Century.

5. Instructional Methods:

Maxwell Hill Elementary teachers diligently plan to ensure students have individualized learning opportunities. Research indicates that when students participate at the appropriate level and pace, they are much more likely to achieve success. Therefore, the faculty strives to differentiate instruction to meet the diverse needs of all students.

Maxwell Hill participates in Response to Intervention (RTI) in both Reading and Math. The RTI process involves benchmark testing that is consistent with testing across Raleigh County. Those students which test in the lower 20th percentile are placed in tiered groups for intervention assistance. Maxwell Hill is fortunate to employ four interventionists to assist with intervention groups. Intervention groups are a minimum of thirty concentrated minutes based upon student deficits.

Core classroom instruction is also differentiated. Each classroom has leveled readers with their reading curriculum. In addition, each classroom is equipped with differentiated activity cards for math.

Maxwell Hill Elementary is in the process of creating a central area that contains differentiated instructional materials. As all classrooms contain students of various levels that span across grade levels, it is important for teachers to collaborate and share ideas and activities for differentiated instruction. This is an ongoing process of collecting materials and activities for interventionists, as well as classroom teachers.

Every teacher has the capability of differentiating instruction with computer activities. All classes use Odyssey, which allows teachers to choose activities for each student based upon their skill deficits. Students may also access activities from *Acuity*, which are based upon the deficits which emerge from reading and math benchmark tests.

Maxwell Hill also promotes the use of the Accelerated Reader program in each classroom. The school has an AR library with hundreds of books from which students may choose books of their own interest. This program encourages students to read on their own reading level at their own pace. If students meet their reading goals, they are given some form of reward designed by their teacher.

Maxwell Hill uses DIBELS testing for reading in all grades. Teachers also closely analyze benchmark and annual WESTEST scores with the purpose of providing individualized instruction for each student.

6. Professional Development:

Maxwell Hill Elementary participates in all professional development opportunities offered by Raleigh County Schools. Our county values professional development; therefore, many resources are devoted to this important aspect of education. All Maxwell Hill teachers were given in-depth training in Reading and Math programs. This impacts student learning by ensuring that learning activities are designed on researched-based practices such as: hands-on learning, technology integration, and individualized instruction.

Maxwell Hill has an array of motivated teachers that take advantage of as many opportunities as possible. The administrator, as well as two additional teachers, recently attended training in Washington, D.C. in the summer for Professional Learning Communities (PLCs). The staff members who attended the training lead the faculty in implementation of Professional Learning Communities. Teachers meet frequently at specific grade levels to discuss student needs.

Many technology trainings have been made available to teachers at Maxwell Hill. All teachers have been trained either in formal sessions, or by our technology coach in the many computer programs. Edline is an online program in which teachers were trained to manage student grades online, as well as have the capability to assign work and email students. TechSteps is a program used by our faculty that enables students to complete computer-based projects, such as Microsoft Powerpoint and Microsoft Excel. Teachers have also been trained in many educational programs for students such as Odyssey, Thinkfinity, and Thinkcentral. WV Writes and Acuity are two additional online programs that the third, fourth, and fifth grade teachers and students utilize.

Individual teachers at Maxwell Hill have also been trained in areas of interest. One classroom teacher is currently in the final stages of completing her administrative certification. A large percentage of our teachers are “highly qualified.”

7. School Leadership:

Maxwell Hill mirrors the likeness of a finely-tuned orchestra. The “conductor” of our orchestra allows each “instrument” to play its own individual melody while collectively blending all of the different sounds into a beautiful musical masterpiece.

Our administrator allows each teacher to be creative, innovative, and original while providing years’ worth of wisdom and guidance when needed. He displays confidence and trust in his faculty and staff, but has clearly stated expectations. He has a unique ability to intrinsically motivate faculty, staff, students, and parents by having the belief that those by whom he is surrounded will strive for excellence. He has a well-defined vision which states, “Each student and teacher will strive to achieve his or her fullest potential as a life-long learner.” He is highly visible and interactive throughout the school building and is always willing to lend a “helping hand.”

Our faculty appreciates the many leadership skills that our principal exhibits. He is a positive role model for all faculty and staff members. Maxwell Hill Elementary greatly relies upon his twenty-six years of administrative experience. Faculty and staff find him to be trustworthy and a man of impeccable integrity. His leadership style finds him to be easily approachable to discuss any issues that may arise. In Faculty Senate, Professional Learning Communities, or other staff meetings, issues can be discussed in an open manner without the fear of intimidation. He addresses issues “head-on” and achieves successful results. In addition to all of the above, our principal fosters leadership skills in others which is evident through the elite status of Maxwell Hill Elementary School.

The community responds to Maxwell Hill Elementary in a positive manner. Maxwell Hill has long been a great source of community pride. The school sells the community. Families buy homes in this community just to allow their child(ren) to be a part of the Maxwell Hill Elementary district. There are many businesses who are “Partners in Education” with our school. These businesses financially aid the school in completing educational and construction projects which benefit our students. Our principal steers the community and businesses in the specific needs of the school and students. Because of the continual and unwavering physical presence of our administrator at school and community functions, a sense of overwhelming pride and ownership exudes throughout the neighborhood and school.

Upon reflection of our performance at the end of every day, we are inspired by the way that our “conductor” has directed each instrument into a beautiful symphony of learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2010/2006-2007 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	70	97	96	88	93
*distinguished	8	29	11	18	22
Number of students tested	39	34	28	38	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
*mastery/above mastery/distinguished	36	93	92	72	87
*distinguished	0	21	17	11	7
Number of students tested	14	14	12	18	15
2. African American Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. English Language Learner Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6.					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
NOTES: *"Proficient Plus" in the state of West Virginia corresponds to Mastery and Above Mastery. "Advanced" corresponds to Distinguished. 2008-2009: WESTEST replaced by WESTEST2, a more rigorous summative assessment.					

11WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2010/2006-2007 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	65	91	100	84	90
*distinguished	21	12	11	18	12
Number of students tested	39	34	28	38	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
*mastery/above mastery/distinguished	43	86	100	72	80
*distinguished	0	7	0	17	13
Number of students tested	14	14	12	18	15
2. African American Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. English Language Learner Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6.					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
NOTES:					

11WV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: WESTEST2/WESTEST

Edition/Publication Year: 2008-2010/2006-2007 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	91	100	92	90	100
*distinguished	17	19	38	27	30
Number of students tested	35	26	37	41	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
*mastery/above mastery/distinguished	82		88	81	
*distinguished	9		31	13	
Number of students tested	11		16	16	
2. African American Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. English Language Learner Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6.					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
NOTES:					

11WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: WESTEST2/WESTEST

Edition/Publication Year: 2006-2008/2009-2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	88	100	89	88	91
*distinguished	14	0	16	15	4
Number of students tested	35	26	37	41	23
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
*mastery/above mastery/distinguished	73		88	75	
*distinguished	0		13	6	
Number of students tested	11		16	16	
2. African American Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. English Language Learner Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6.					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
NOTES:					

11WV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: WESTEST2/WESTEST

Edition/Publication Year: 2006-2008/2009-2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	77	74	89	87	93
*distinguished	7	26	14	4	22
Number of students tested	28	42	37	23	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
*mastery/above mastery/distinguished		71	82	91	
*distinguished		24	9	0	
Number of students tested		21	11	11	
2. African American Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. English Language Learner Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6.					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
NOTES:					

11WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: WESTEST2/WESTEST

Edition/Publication Year: 2006-2008/2009-2010 Publisher: CTB McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	82	74	81	78	96
*distinguished	14	7	11	4	11
Number of students tested	28	42	37	23	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
*mastery/above mastery/distinguished		71	73	64	
*distinguished		5	9	0	
Number of students tested		21	11	11	
2. African American Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. English Language Learner Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6.					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
NOTES:					

11WV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	79	91	93	88	94
*distinguished	11	25	22	19	24
Number of students tested	102	102	102	102	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
*mastery/above mastery/distinguished	59	94	86	80	90
*distinguished	3	21	21	9	13
Number of students tested	34	43	39	45	32
2. African American Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. English Language Learner Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6.					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
NOTES:					

11WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
*mastery/above mastery/distinguished	77	91	92	86	92
*distinguished	17	7	13	19	10
Number of students tested	102	102	102	102	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
*mastery/above mastery/distinguished	62	81	87	71	84
*distinguished	6	5	8	11	6
Number of students tested	34	43	39	45	32
2. African American Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
3. Hispanic or Latino Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
4. Special Education Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
5. English Language Learner Students					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
6.					
*mastery/above mastery/distinguished					
*distinguished					
Number of students tested					
NOTES:					

11WV2